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ABSTRACT

Research that attempts to understand the job satisfaction of faculty in higher education has generally focused on full-time teaching faculty. Part-time faculty are responsible for a substantial portion of the total instructional production of the nation's colleges and universities, but to date have been largely unobserved. The job satisfaction and role conflict of full-time and part-time male and female faculty were investigated using the entire teaching faculty at the University of Maryland (College Park campus) as the sample group. Respondents completed the Job-Related Tension Index and a questionnaire containing job satisfaction and role conflict items. Results indicated that part-time faculty expressed greater job satisfaction and less role conflict than full-time faculty. Female faculty experienced greater job dissatisfaction and greater role conflict than male faculty. The most satisfied group was male part-time faculty and the least satisfied group was female full-time faculty. (Author/HLM)

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VARIABLES ASSOCIATED WITH ROLE CONFLICT BETWEEN CAREER AND FAMILY

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Introduction

Men and women who are members of the labor force continuously deal with the conflicting demands of their multiple social roles. Each role carries with it certain behavioral expectations. These expectations may be incompatible with each other causing role pressures or conflict (Herman and Gyllstrom, 1977, p. 319). Role conflict exacts a price both in terms of individual well being and organizational effectiveness with the most telling costs borne by the individual and his family.

The presence of conflicting role expectations in one's social environment leads to produce internal motivational conflicts. The presence of inter-role conflict may influence the affective experience of the person involved. Tension associated with various aspects of the job increases under high degrees of conflict. Under these conditions persons tend to worry more and be bothered more by various conditions and events in his work life. Moreover, role conflicts (both personal and job-related) tend to reduce one's satisfaction with the job and to undermine one's confidence in the organization (Kahn, et al. 1964).

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Extensive research has been conducted on job satisfaction and role conflict. Changes in administrative and managerial practices have been implemented because of the empirical findings of researchers. It is generally agreed that educational institutions are not immune to scrutiny as to how the system delivers educational services and how it creates opportunities for members of the delivery system to derive satisfaction from the work they perform.

The assumption is that a creative and supportive environment is necessary for both faculty and students to achieve and experience satisfaction in the educational environment. The literature is massive dealing with variables identified to be satisfiers and dissatisfiers in educational settings. In recent years many studies have attempted to understand the job satisfaction of faculty in higher education. These studies have generally focused on the full-time teaching faculty. Almost nothing is known about the job satisfaction of the part-time teaching faculty. Part-time faculty are presently responsible for a substantial portion of the total instructional production of the nation's colleges and universities. This group has to date remained largely unobserved. Some attempts have been made to determine how extensive their participation is in higher education, but practically nothing has been done to understand the job satisfaction of this group.

This study compared the job satisfaction and role conflict of full-time and part-time male and female faculty. The aim was to enhance our understanding of both job-related and personal role conflicts so as to allow for the development of creative and responsible administrative policies.

Definition of Terms

Terms which were used in some unique way in this study are defined as follows:

Job Satisfaction - Job satisfaction is defined as the overall affective experience related to one's work. Some of the dimensions of this experience are the amount of tension the individual feels in connection with work, the balance of satisfaction - dissatisfaction derived from it, and the quality of interpersonal relations on the job. How one relates to the physical, social, and economic environments, and to the specific structure of the organization are components of this overall experience.

Role Conflict - Role conflict is defined as the simultaneous occurrence of two or more sets of pressures or expectations such that compliance with one would make compliance with the other more difficult.

Purpose

The purposes of this study were threefold. First to identify the job satisfaction and dissatisfaction of the teaching faculty at the University of Maryland, College Park Campus. Secondly to

identify sources of role conflict in this population. Lastly to make policy recommendations with respect to hiring and promotion practices.

Significance of the Study

It is generally agreed that job satisfaction is important to a person's life adjustment. It is also generally agreed that job satisfaction of employees is important for the success of an organization. A working knowledge of faculty job satisfaction can give administrators a tool to take action to eliminate negative effects within the organization to successfully accomplish the goals of the institution. Unfortunately, little research has been done to identify the true picture of both personal and job-related faculty needs. To date the actions taken have generally been limited to reactive responses to pressures from faculty. This study identifies those factors which will help administrators make responsible and creative decisions regarding the hiring and promotion policies of full- and part-time faculty. These policies in turn will improve the environment and effectiveness of the academic community.

The Sample

The population survey in this study was the entire teaching faculty at the University of Maryland, College Park Campus, consisting of 1566 full-time faculty (1278 men and 288 women) and 387 part-time faculty (255 men and 132 women) (1977 data). A total of 868 persons out of a possible 1953 respondents returned usuable

questionnaires thus generating the sample population for this study. The sample represents 44.4% of the population with the breakdown being proportional to the total population. Full-time males constitute 65% of the teaching faculty at the University of Maryland, College Park Campus, and 538 full-time males returned questionnaires representing 62% of the sample. Full-time females represent almost 15% of the teaching faculty, and 18% or 160 of the respondents to this study were full-time female faculty. The same proportional representation exists for the part-time faculty. Part-time male faculty comprise 13% of the teaching faculty and represent 13% of the sample population. Part-time female faculty is represented at the rate of 6% of the teaching faculty and in this study constitutes 6% of the respondents. There were 647 males and 218 females represented.

Respondents ranged in age from under 21 to over 65 years old, with a mean age of approximately 42 years. With respect to marital status, 645 were married, 42 were unmarried, 69 were divorced or separated, 11 were widowed and 98 were never married. Over 85% were white American. One hundred forty-two responded that they had pre-school children; 348 responded that they had school age children and 129 reported that they had children in college. Approximately 74% of the respondents held doctorates or other professional degrees. There were 164 respondents who had earned

degrees in the arts and humanities; 213 who had earned degrees in mathematics, physical sciences or engineering; 117 with degrees in the behavioral and social sciences, and 143 with degrees in education or other related fields. Four hundred and eleven of the respondents were tenured faculty, while 383 were untenured. All ranks were represented including full professors and teaching assistants.

Instrumentation

The Job-Related Tension Index (Kahn, et al. 1964) provided the means for assessing job satisfaction or job-related tension. The major variables measured by the Job-Related Index measure the respondents' job-related tensions in relation to various attributes of the job and the organization. Each item of the Job-Related Tension Index may be answered by choosing one of five fixed alternative responses: Never; Rarely; Sometimes; Rather Often; Nearly all the time. These alternatives were assigned coding values on a Likert-type scale of from 1 to 5 respectively. A respondent's overall tension score or job satisfaction score is his total score summed over all the items in the index. A high score indicates high job dissatisfaction.

Additional items were added to the index by the researcher to measure job satisfaction which would be particularly germane to employment at the University.

Role Conflict Measures

Perceptions of role conflict were measured by asking respondents to indicate on a five point Likert-type scale how much conflict he or she felt between simultaneous demands on their time, including: a) university career and maintenance of home; b) university job and other paid employment (if any); c) university career and personal activities; and d) university career and family responsibilities. These items were adapted from the Herman and Gyllstrom study (1977).

Two other questions were added. The item, "overall how satisfied do you feel with the way you deal with your roles in life" was used to measure overall satisfaction. This item was adapted from a study by Hall (1975) on role pressures of married women. The item, "at this point in time, which best describes your total work load?" was used to measure indication of role overload (Hall and Gordon, 1973). These two additional items also utilized a five-point Likert-type scale. Low scores on the items indicates low role conflict and high scores on the items indicates high role conflict.

Factor analysis was performed for the Job-Related Tension Index, the job satisfaction items added by the researcher, and the role conflict items to establish the content validity of the questionnaire.

Data Gathering Procedures

Questionnaires were mailed directly to the subjects at their campus address. The faculty names and campus addresses were supplied by the Data Research Center on the College Park Campus. Computerized mailing labels were secured from the Center and all the teaching faculty were sent questionnaires. A letter was sent along with the instrument requesting cooperation in supplying the needed information for this study. The respondents were assured that their responses would remain annonymous. One week following the mailing, a follow-up reminder card was sent urging the faculty to respond to the questionnaire. The return address was directly on the questionnaire and respondents were asked to fold and staple the questionnaire and return it to the researcher in the campus mail.

Eight hundred and sixty-eight useable questionnaires were returned.

Statistical Treatment

All of the questionnaires were carefully examined to determine if they were properly answered. The design of the questionnaire allowed for some questions to remain unanswered. These unanswered items did not invalidate the instrument or the statistical interpretation. The missing data were randomly distributed across subjects and missing items did not exceed 1%. According to accepted research practice, missing data were replaced by the

mean value of the scale. This technique allows for maintaining the robustness of the sample and any error created by the substitution is in the direction of regression towards the mean.

Eleven research hypotheses dealing with aspects of job satisfaction were generated and tested, and five hypotheses dealing with aspects of role conflict were generated and tested. One-way and two-way analyses of variance, the Friedman two-way anova technique and polynomial regression were utilized to test the research hypotheses.

The faculty were divided into four groups for the purposes of determining group differences. These were full-time male faculty; full-time female faculty; part-time male faculty, and part-time female faculty.

Results

Variables Associated with Career, Family Roles and Role Conflict.

1. Individual Traits

a) Sex

Female faculty were found to be significantly more dissatisfied with their jobs than male faculty (F. 9. 412, p. $\geq$ 01; and F. 14. 539 p. $\geq$ .001).

b) Age

This study confirmed the notion that age plays an important role in job satisfaction. Faculty in the under 30 to 35 age group expressed moderately low job dissatisfaction. Job dissatisfaction increased in the late thirties to early forties

age group and decreased in the mid-forties to later years age groups. A U shaped relationship was found between job satisfaction and age. This relationship is consistent with the findings of other studies comparing age with job satisfaction.

2. Job-Related Variables

a) Full- or Part-Time Status

Part-time faculty was found to be significantly more satisfied with their jobs than full-time faculty (F. 40. 755, $p \geq .001$; and F. 32. 416, $p \geq .001$). The most satisfied group was male part-time faculty and the least satisfied was full-time female faculty. Part-time faculty had significantly lower role conflict scores than full-time faculty.

b) Preference for part-time or full-time work.

Female part-time faculty who preferred part-time work was less satisfied with their jobs than part-time male faculty who preferred part-time work (F. 4. 431, $p \geq .05$). Female faculty who preferred part-time work was more dissatisfied than female part-time faculty who preferred full-time work. This differed for male part-time faculty. Male part-time faculty who preferred full-time work was more dissatisfied than male part-time faculty who prefer part-time work.

It was proposed that the choice of part-time employment for female part-time faculty may not reflect a satisfactory choice for them. The choice of part-time employment may reflect the

need to combine family responsibilities with their career needs and this might not be a satisfactory compromise.

Consistent with this finding, female part-time faculty who preferred part-time work was less satisfied with their roles in life than female part-time faculty who preferred full-time work. Male part-time faculty who preferred full-time work was less satisfied with their roles in life than male part-time faculty who preferred part-time work. These findings suggested that female part-time faculty preference for part-time work leads to both lessened job satisfaction and increased role conflict.

c. Job status and job satisfaction.

A significant positive relationship was found between job status and job satisfaction, indicating that full professors were more satisfied than associate, or assistant professors, (F 11. 836, $p \geq .001$; F. 10. 096, $p. \geq .001$). All non-ranked faculty, including instructors, assistant instructors, lecturers, or part-time lecturers, visiting professors and teaching or research assistants had low dissatisfaction scores. This finding was an almost identical one to that found in the study of the relationship of age to job satisfaction. As a rule, the ages of assistant and associate professors are in their early thirties to forties. Consequently, it was proposed that age and job status may be covariates, such that job satisfaction or dissatisfaction may be interpreted as being a function of strivings for job status among younger ranked faculty.

d) Length of Service and Career Progress

Length of service at the University was not found to be related to the job satisfaction of the faculty. However, there were significant differences in satisfaction with career progress between part-time and full-time male and female faculty. Part-time male faculty was the most satisfied group with its career progress. Part-time faculty was more satisfied with its career progress than full-time faculty. Part-time faculty was however more dissatisfied with career progress in the area that pertained to knowing whether their employment would continue at the University. This was considered reasonable since part-time faculty is hired on one-year or less renewable contracts. Job continuance may, therefore, be of more concern to part-time faculty than full-time faculty. Female faculty, both full- and part-time was less satisfied with career progress than either group of male faculty. Female full-time faculty was the least satisfied faculty group with career progress.

e) Research Commitments

Job satisfaction was found to vary according to the type of research in which faculty was involved. Faculty who did no research at all was the most satisfied group, and faculty who did both job-related research (e.g., research related to teaching and class preparation), and professional growth-related research (e.g., research leading to scholarly publications) was the most dissatisfied group.

Job satisfaction was also affected by the amount of time spent on the different kinds of research. Faculty groups did not differ significantly in job satisfaction based on how much time they spent on job-related research. All the groups engaged in job-related research had high dissatisfaction scores. However, faculty who did not engage in any professional growth related research was significantly more satisfied than faculty who was involved in from one-to-three hours per week in professional growth-related research. Job dissatisfaction increased as the amount spent in professional growth-related research increased to between 4 to 10 hours per week, then tapered off, so that the most satisfied group was the faculty who did more than 11 hours of professional growth-related research per week. The most satisfied groups therefore, were those who did no professional growth-related research or those who did a great deal.

A significant negative relationship existed between the total amount of hours spent working per week on a variety of activities (e.g., teaching, job-related and professional growth-related research, consulting, and employment outside the university with job satisfaction). Job dissatisfaction was greatest for faculty who worked in larger time blocks than the so-called 40 hours per week.

f) Job Pressure

Additional analyses also indicated that there was a direct relationship between expressed dissatisfaction with how one deals with one's roles in life and job satisfaction. A linear relationship also existed between ratings of work load and job satisfaction. The data indicated that as the amount of work load increased, so did job dissatisfaction. These analyses appear to indicate that measures of time pressure are relevant to the study of job satisfaction.

g) Satisfaction with the institution

Female faculty was more dissatisfied with the University than male faculty, and full-time faculty was more dissatisfied than part-time faculty. However, part-time faculty was more dissatisfied with such variables as adequate office space, notification of teaching assignments and administrative responsiveness. Full-time faculty was significantly more dissatisfied than part-time faculty and female faculty was significantly more dissatisfied than male faculty with interaction with their colleagues.

h) Supervision and Promotion

Male and female, part-time and full-time faculty differed significantly in their satisfaction with supervision. Male part-time faculty was the most satisfied faculty group. Full-time male and female faculty was significantly more

dissatisfied with supervision than male part-time faculty. Female part-time faculty was significantly less satisfied than male part-time faculty. Female faculty was significantly less satisfied with their knowledge of promotion criteria than male faculty. There were no significant differences in satisfaction with knowledge of promotion criteria between part-time and full-time faculty.

3. Role Conflict Variables

(Career and home maintenance/career and other paid employment/career and personal concerns/career and family responsibilities)

a) Marital Status

Married faculty had more role conflict associated with home and family responsibilities, and unmarried faculty expressed more conflict with work and other personal activities. There were no significant differences in role conflict between male and female married faculty and no significant interaction effects between marital status and the sex of the faculty member. There were also no significant interaction effects between the marital status of the faculty member and full- or part-time status.

b) Dependent Children

Part-time faculty with dependent children had less role conflict dealing with home maintenance and family responsibilities than full-time faculty with dependent children. Part-time faculty with dependent children had greater conflict associated with their University job and outside employment than part-time faculty without dependent children. There were no significant sex differences and no significant interaction effects

between the sex of the faculty with dependent children, and part-time or full-time status. Marriage and children seem to place an added burden on full-time male and female faculty and this added stress was related to family and home responsibilities and to experienced work load.

Part-time faculty reported less role conflict between career needs and home maintenance responsibilities. Female faculty reported greater conflict than male faculty between their university career and personal activities. They also reported greater work loads.

c) Ranking of Central Life Interests

While the findings from an analysis of how faculty rank central life interests did not reach statistical significance, interesting trends worth noting were found. All faculty groups ranked family as their primary life interest and their job as their secondary life interest. Full-time females ranked family and jobs very closely together as their primary and secondary life interests. This finding suggested that female faculty may be struggling with setting priorities and may be in conflict with their family roles and career roles. This finding (while just a trend) might suggest a possible explanation for the greater job dissatisfaction of full-time female faculty.

4. Interpersonal Relationships

A series of questions were asked pertaining to interpersonal relationships. The intent was to learn about experienced career approval and the setting of career priorities in dual-career

families. The crosstabs option of the SPSS program was utilized for these analyses.

All of the faculty was asked if they were in a committed relationship with another adult and whether they experienced approval towards their career. Over 85% of the faculty reported that they were involved in a committed relationship. Only 4.8% reported lack of approval from the "committed other" towards their career. Men and women did not differ in their response to this item. Similarly the faculty reported approval for their careers from their children.

Forty-five percent of the female faculty reported that their "committed other," had greater career success than they had, while only .03% of the male faculty reported that their committed other, had achieved greater career success. Forty-four percent of the female faculty responded that their committed other's career would take priority over their own. On the other hand, only .04% of the male faculty stated that their committed other's career would take precedence over their own.

Apparently, faculty feel approval for their careers from their families. Female faculty, however, are more likely to give higher priority to their committed other's career and feel that they have not achieved the same level of success as their committed other. Perhaps, the disparity in career success makes it more economically practical for the female to sublimate her career goals for that of her committed other. Throughout the

analyses of the data, female faculty have scored greater job dissatisfaction than male faculty. One could speculate that subordinating one's career for another can lead to heightened job dissatisfaction.

Limitations of the Study

The conclusions drawn from this study are necessarily limited by the instrument used, the statistical treatments applied and the nature of the population. The following limitations should be particularly mentioned:

1. The study was limited to the faculty at the University of Maryland, College Park Campus. While generalizations may be applicable to similar institutions in setting and size, they may be inappropriate for educational institutions that are very different.

2. The data used was derived from the responses to the questionnaire developed for this study. The study assumed that the responses accurately reflected each faculty member's personal feelings of his or her job and personal life. The data, however, is reported in terms of group responses. Consequently, inferences made about individual faculty members is lost in the aggregate.

3. The questionnaire was long because of the researcher's desire to find out as much as possible about the motivations for selecting either full- or part-time employment.

Long questionnaires often inhibit respondents and produce either incomplete responses and/or a lower return rate of the instrument.

4. Factors that contribute to job satisfaction and dissatisfaction and role conflict have been identified as multi-dimensional and intercorrelated. It should be noted that the study includes only such factors as age, sex, marital status, children, job-level, length of service, research involvement, preference for full- or part-time work, and some limited factors concerned with personal and home responsibilities.

Additional Reserch

Concurrent with this research project, the author conducted a descriptive study of the job satisfaction and role conflict of part-time and full-time faculty at five institutions of higher education (University of Missouri; Stephens College; Columbia College, all in Columbia, Missouri and the University of Alabama at Huntsville and Tuskegee Institute) (Berman, 1979). One hour open-ended interviews were held with 88 faculty members and 26 administrators. Findings from this study were markedly similar to the College Park study. They were:

1. Overall, part-time faculty was satisfied with their employment. Male part-time faculty was more satisfied than female part-time faculty.

2. Male part-time faculty was generally recruited by deans and department chairmen, while female part-time faculty actively sought part-time teaching positions.

3. Male part-time faculty was not generally concerned about pay, but saw teaching as something nice to do in addition to their regular employment. For female part-time faculty, teaching was their only employment and pay was of importance.

4. Females taught part-time so that they could spend more time in leisure activities and more time with their families. This was not so far male part-time faculty. Often male part-timers were retired and taught part-time to remain active in their fields. Only two females interviewed taught part-time because they were retired faculty.

5. In only two cases were part-timers teaching part-time because of the unavailability of a full-time academic position. In these cases (both women) a full-time position would have been preferred.

6. While male part-time faculty often serve as thesis advisors or serve on committees, female part-time faculty rarely did.

7. Part-timers often taught at more than one institution, but in only one case was this done during the same semester.

8. Part-time faculty rarely had terminal degrees (the exception was retired faculty who taught part-time).

In addition, data from this research showed that women at these institutions were less satisfied than men. They expressed more conflict than male faculty over the various demands made on them

in satisfying their personal lives and their career needs. There appeared to be two main factors which discriminated between part-time and full-time faculty. Full-time faculty experienced more time pressures than part-time faculty. This time pressure lessened overall job satisfaction. Part-time faculty expressed greater dissatisfaction with the practical matters of their employment, such as office space and being notified adequately in advance about the courses they have to teach. Male and female full- and part-time faculty, appeared to differ markedly in one area. That is, female faculty expressed greater feelings of isolation or separateness from their colleagues than male faculty.

Conclusions and Implication

Assuming that the conclusions based upon the findings of this study and the Carnegie Study have validity for the populations studied, the following implications seem warranted:

1. Part-time faculty for the most part experienced greater job satisfaction than full-time faculty. This finding supports other studies that mention the satisfaction of part-time faculty (Farley, 1974; Tuckman and Vogler, 1978). Some questions arise out of this finding: 1) Why are they more satisfied than full-time faculty?; 2) They receive less pay, less fringe benefits, less consideration for their physical presence on campus; why do these factors not cause greater overall dissatisfaction?; 3) Why are they more satisfied with their career progress than full-timers, if their contracts are renewable for one year or less and they are not eligible for tenure or some job security?; 4) Why are they more satisfied

overall with the institution; is it because they may have less involvement than full-time faculty?; and 5) Why are they more satisfied with interaction with their colleagues and supervisor; is it because they interact less and receive less supervision than rull-time faculty?

These questions seem to point to one major reason for the greater job satisfaction of part-time faculty. Part-time faculty may be receiving their satisfiers somewhere else. For men part-timers, it may be another job, or a chance to do something worthwhile during retirement. For women part-timers, it may be a chance to utilize skills while raising a family or being close to their spouse's place of employment. A major flaw in the College Park study is that this type of information was not ascertained by the instrument designed for the data gathering. The implication for administrators on campus, however, is to try to understand why the full-time teaching force at the University is more dissatisfied than the part-time faculty who are peripheral to its operation. It was previously mentioned that satisfied workers are more likely to help the institution accomplish its mission and goals. It is imperative, therefore, to examine ways to improve the satisfaction of the teaching faculty.

2. Female faculty, both part-time and full-time, experienced more job dissatisfaction than their male counterparts. Female part-time faculty were consistently less satisfied than male part-time faculty with their career progress,

with the institution, with interaction with their colleagues, with supervision, and with knowing promotion criteria. Is it possible that male part-time faculty rely less on the campus environment for factors which contribute to job satisfaction? For example, is it possible that male part-time faculty receive their satisfiers in outside employment while female part-time faculty do not? Could it be the female part-time faculty rely solely on the reinforcements from their part-time work experience to provide needed sources of job satisfaction? It is reasonable to assume that females more than males have greater needs for "feedback" on their work performance? In other words, to use Riesman's terms, are women more "outer-directed," needing more input from their peers and superiors than men? Are men able to tolerate less ego-reinforcement from the work environment or are they more "inner-directed" (Riesman, 1950)?

What are the differences between male and female full-time faculty? Why are the female full-time faculty less satisfied than male full-time faculty? Why do they report significantly higher work loads, less job satisfaction, less satisfaction with career progress, less satisfaction with the institution, less satisfaction with their knowledge of promotion criteria?

It is important for campus administrators to understand the differences between the male and female faculty. Is it reasonable to state that women are more dissatisfied because they experience greater strains in the work environment than

men? Is it because men have been a part of the work milieu for a longer period than women, and that they are able to relate to it more satisfactorily? Is it because women have greater strains placed on them because of family and home responsibilities? Are these problems unique to women, and if so, is the institution equipped to deal with these problems? In other words, is it reasonable to ask the administration to respond to these dissatisfactions which may be more related to women's role in society, rather than to institutional policies which impact on the job satisfaction of women? Are women excluded from the mainstream of the institution, and if they are how can they be intergrated more fully? How can they receive the information they desire, if in fact it is inadequately provided?

The differences in satisfaction between men and women on campus are indisputable. Better understanding of these differences is sorely needed.

3. The preference for part-time work does not appear to make female part-time faculty more satisfied. This was a most interesting finding. Administrators might try to learn what improvements could be made in part-time employment to provide greater satisfaction to those faculty who profess to desire part-time work. Could greater status, more interaction with students and faculty, more benefits, better physical arrangements, and more supervision make a difference in improving the job satisfaction of part-time female faculty who prefer part-time work?

4. The administration should pay particular attention to the finding that the length of service at the College Park campus does not affect job satisfaction. From other studies, it has been assumed that the longer a person is employed within an institution, the greater the job satisfaction for that person. Certainly, the more experienced faculty should serve as effective role models, and sources of encouragement and pride in the institution to new and younger faculty. Since this may not be the case, then ways of improving the overall job satisfaction of the faculty should be found.

5. Younger faculty and those faculty of assistant and associate rank are less satisfied than older faculty and faculty of professorial rank. While this finding confirms other job satisfaction studies relating job-status and age to job satisfaction, ways should be found to make the work environment more satisfactory for the younger, lower ranked faculty. This is important in view of the declining career mobility in academe. With the available rewards for excellence dwindling, many younger faculty may despair. This in turn cannot enhance the teaching and research environment of the institution.

6. Faculty who are able to do greater amounts of professional growth-related research experienced greater job satisfaction. This should be noted by the administration. One way to reward excellence in the faculty may be to provide greater opportunities for research as a source of job satisfaction for

those faculty who are so inclined. Teaching assignments might be lessened for faculty who are on tenure track. Faculty who prefer teaching to research and who have already attained tenure could carry increased teaching loads. Caution, however, should be exercised so that faculty who are tenure track are not given unreasonable teaching loads and unreasonable committee assignments preventing them from doing research needed for tenure considerations.

7. The administration should pay attention to the finding that part-time faculty, especially those with dependent children, expressed less role conflict particularly pertaining to family and home responsibilities. This finding coupled with the finding that female faculty expressed the greatest amount of conflict between home and family responsibilities, suggests that there may be ways of providing part-time employment which would allow time for family and home responsibilities and also be a source of professional satisfaction.

8. The female faculty at the College Park campus answered questions about their personal lives and priorities in ways that were consistent with what are generally acknowledged to be important factors in the career development of women. Women had difficulty ranking either their job or family as their primary life interest, they admit that they have achieved less in their careers than their "committed other," they chose their type of employment because of the needs of their spouse, and they would place the needs of their "committed other's" career

over their own. These are factors that the administration cannot wholly address. Women may never be able to find satisfaction in the work environment until they reconcile these priorities. There is nothing inherently wrong in setting career priorities that supercede one's own career needs. However, these priorities should be openly acknowledged. It is unjustifiable to blame the work environment for unmet needs, if personal compromises to not meet professional needs have been made.

9. The part-time hiring policies on the College Park campus do not specifically prohibit the promotion and career advancement of part-time faculty. It might be useful, however, for the administration to develop some practices which would make individual part-time faculty members more likely to advance their careers.

In keeping with other research projects, this study has generated as many or more questions than were answered. It can be stated that the empirical findings support the conclusions that part-time faculty had greater job satisfaction than full-time faculty, and that male faculty had greater job satisfaction than female faculty. While length of service was not related to job satisfaction, age, job status, research involvement, hours worked, and preference for full or part-time work were related to overall job satisfaction.

Personal role conflict was related to preference for full- or part-time work, marital status and the presence of children

but not to research involvement. Females reported more conflict associated with their home and families and expressed heavier work loads than men. Role overload and role ambiguity are important components of job satisfaction.

Future Research

The research demonstrated that there were significant differences in expressed job satisfaction and role conflict between men and women, full- and part-time faculty. While some suggestions have been put forth as a result of the present study, many questions pertaining to the "why" of these differences remain unanswered. The following are some suggestions for future research.

1. Part-time faculty should be surveyed to determine what differences exist if any, in their professional lives. For example: 1) What kinds of teaching or research jobs do they hold on campus?; 2) Is it their sole employment; 3) If not, where else are they employed?; 4) What kinds of employment, if any do they hold outside of the university?; 5) What is their time commitment to the University?" 6) What is their time commitment to their outside employment?; 7) If they are not employed outside of the University, what else do they do? For example; are they retired, looking for a full-time job (e.g., in government, in industry, in academe); are they housewives, or do they desire part-time work for other reasons?; 8) Do they desire

more responsibilities such as serving on committees and advising students?; 9) Do they desire more interaction with the faculty and the department chairman in their academic units?; 10) What areas do they feel need improving in the part-time hiring practices?, and 11) What areas of part-time teaching are particularly rewarding?

2. Department chairmen should be surveyed to find out why they hire part-time faculty. In addition, questions should be asked of these persons to ascertain the following: 1) Do part-time faculty teach as well (better or worse) than full-time faculty?; 2) Are they as current in their fields (better or worse) than full-time faculty?; 3) Are they as academically qualified as full-time faculty?; 4) Should they participate more or less on departmental committees?; 5) Should they be expected to have regular office hours or advise students?; 6) Should they be paid more, or be eligible for fringe benefits?; 7) Would it be feasible to provide office space, supervision, and advance notice of teaching assignments; 8) Should part-time teachers be expected to do research?; 9) What practices do they feel could be implemented to improve the participation of part-time faculty? and 10) Should pro-rated pay for outstanding part-timers be available?

3. This study as previously mentioned confirms the finding of other studies, that women report less job satisfaction than men. It has been suggested that women's source of

dissatisfaction in this population has to do with perceived sexism (Handley and Sedlacek, 1977). It has also been proposed elsewhere in the present study and in other studies (Hulin and Smith, 1964) that there may be factors inherent in women's role in society which are not totally related to institutional practices, and which impact on job satisfaction. Furthermore, it was suggested that women might have greater needs for feedback from the work-environment than men such that they experience less satisfaction with interaction with their colleagues, feel less satisfaction with supervision, and less satisfaction with their knowledge of promotion criteria. On the other hand, women faculty may in fact be excluded from the mainstream of the institution; they may not interact much with other faculty; they may not get adequate supervision, and they may not know the criteria by which they will be judged for promotion.

This type of research is more difficult to conduct with the use of a questionnaire. A worthwhile research project would be to interview in depth a sample of faculty women (both full- and part-time) in an effort to more fully understand the social, psychological, and career needs of women on campus.

Administrative Practices

There are some changes in administrative practices that have been suggested by the present study. These changes need not wait for the completion of additional research. The following are some procedures that could be implemented immediately:

1. Part-time faculty expressed dissatisfaction with the adequacy of office space, administrative responsiveness, and the notification of teaching assignments. Department chairmen could designate space for the part-time faculty to meet with students, store teaching supplies and books, grade exams and meet other faculty. This space could be a lounge area with some desks and filing cabinets designated for their use. In addition, department chairmen could make greater efforts to meet regularly with the part-time faculty, perhaps once at the beginning of the semester, and once again at the end, to inform the part-time faculty of regulations, deadlines and some feedback on their performances. They could also be invited to department meetings to meet other faculty. While it may not always be possible, department chairmen should notify the part-time faculty of their teaching assignments as early as possible before the start of the semester, so that they could plan for their courses in advance.

2. Full-time faculty expressed greater job dissatisfaction, greater dissatisfaction with the institution, greater dissatisfaction with their career progress and greater dissatisfaction with interaction with their colleagues than part-time faculty. Women faculty were more dissatisfied than men about their knowledge of promotion criteria. Human behavior is multifaceted and job satisfaction is related to the overall affective experience of the individual. Consequently, there are no easy formulas to effect greater job satisfaction.

There are some things that could be done, however, to improve the experiences of faculty. Role Overload and Role Ambiguity were shown to be important components of job satisfaction. Consequently, department chairmen could meet regularly with younger faculty members to define in more precise terms the requirements for promotion and tenure and their career progress. Teaching assignments could be adjusted to permit more time for research for faculty who are on tenure track or who are more desirous of doing research. Faculty meetings could be held on regular basis for the exchange of problems, gripes, ideas and encouragement. Older more experienced faculty should be encouraged to help, in mentor fashion, the younger faculty. Special emphases might be needed to include female faculty into the mentor and exchange system so that they may be more knowledgeable about promotion criteria and other matters. Administrators could attempt to recognize outstanding scholarly work in their departments by instituting a scholar's series, in which outstanding work could be presented at faculty group meetings, luncheons or dinners.

3. Female part-time faculty who prefer part-time work were found to be more dissatisfied than female part-time faculty who prefer full-time work. It was suggested that part-time work might represent a career compromise that was not satisfactory to these women. Graduate students are generally

being prepared to work as teachers and researchers in the nation's universities and colleges. Female graduate students often may not have female role models. They may be learning to behave in the world of work from male faculty and male peers. Greater emphasis should be placed in helping graduate students understand the realities of academic appointments and the realities of combining family responsibilities with career responsibilities. The economic, social and political environment in this country has made it more likely that both men and women expect to participate in the labor force. Since adjustments must be made to accommodate dual-career families, these alternatives should be more openly discussed in graduate school. Seminars or workshops could be held to discuss these issues more openly, so that realistic career choices could be made.

4. Female part-time faculty was found to be significantly more dissatisfied than male part-time faculty. It is generally acknowledged that women often participate in the labor force on a part-time basis so that they may combine family and home responsibilities with work. Furthermore, there are no campus policies that specifically prohibit the promotion of part-time faculty. Consequently, the following procedures are proposed. Department chairmen might recognize the potential for excellence in a part-time faculty member. The chairman might encourage the part-timer to do research and participate more

fully in campus and student affairs. This could place the part-timer in a position to be eligible for promotion in rank or be eligible to be hired for a full-time faculty position if it became available and if it was desired.

Admittedly, some of these occurrences require very competent part-time faculty, unusual administrative behavior and large doses of good will. Nevertheless, if there is a commitment to equity, affirmative action and a recognition of individual differences, these procedures could open career growth and development for some faculty who work part-time out of preference (or who would like to work part-time) but who are dissatisfied with their jobs and with their career progress.

Policy Recommendations

In the past several years a number of institutions have developed policies which significantly improve the status of part-time faculty (Project on the Status of Women, 1978). Some institutions have established shared or split appointments for a couple, with responsibilities and compensation for the couple equivalent to the full-time salary of one full-time faculty member. Many of these schools have policies regarding pro-rated fringe benefits, leave policy, and participation in faculty governance. While a part-time faculty member who works for 50% or more of full-time is eligible for pro-rated fringe benefits on the College Park campus and promotion is possible,

no policies have been implemented to regularize part-time academic appointments to significantly improve the status of part-time faculty.

The University of Maryland should begin to look towards implementing policies to regularize part-time appointments for highly qualified individuals. Outstanding scholars could be encouraged to participate in academe in partnership with industry, government, service organizations or while family responsibilities make full-time appointment impractical.

Summary

Some of the factors of job dissatisfaction on the College Park, University of Maryland campus for part-time and full-time male and female faculty appear related to management practices. Part-time faculty dissatisfaction with office space, notification of teaching assignments, and administrative responsiveness are correctable by implementing some management changes. Full-time faculty dissatisfaction with interaction with colleagues can be addressed, as proposed with responsive department chairmen to these needs. Dissatisfaction with career progress and the institution might be lessened with more clearly stated objectives for attaining institutional goals and individual goals for promotion and tenure.

Female faculty dissatisfaction is more difficult to address with management procedures alone, because some of the dissatisfaction appears related to women's role in society, and to her

needs in the world of work which may differ from men. Some responsiveness on the part of department chairmen to include women faculty in the information exchange network, and to define promotion criteria appear indicated. Some of the overall dissatisfaction expressed by the full-time faculty groups and female part-time faculty are multifaceted issues. The proposal to study the development of regularized, full-status, part-time academic appointments policy may provide a means to make the work environment on the College Park campus more responsive to the needs of select individuals. However, caution should be used to interpret these summary remarks. In no way were they intended to imply that regularized part-time appointments appear indicated for large numbers of faculty. It is proposed that this policy be available on an individual basis, where this policy would clearly enhance institutional objectives and the individual faculty members' career goals.

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